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ABSTRACT

The presentations of keynote speakers at four one-day workshops on student discipline are contained in this document. The first addresses the issue of maintaining student discipline in the integrated school through the cooperative faculty/student approach. Among the points made here are that discipline calls for a great deal of communication and that those behaviors that serve democracy well are those that ought to be developed in the service of discipline. A second paper addresses the problem of restoring student discipline in an integrated situation. Its purpose is to give information relative to possible actions when attempting to restore student discipline in an integrated situation. This approach embodies the establishment of a task force. A third paper addresses the issue of maintaining student discipline in the integrated school through the intercultural curricula. Major points of the presentation include what discipline is, problems in student discipline, racial-ethnic questions about student discipline and the curriculum, and positive aspects of student discipline. The problem of maintaining student discipline in the integrated school through conflict resolution is the topic addressed in the fourth paper. Among the major points covered are the following: vandalism and assaults, suspension, expulsion, and withdrawal, racial-ethnic student-teacher ratio, student discipline and school-community relations, and student discipline and due process. (Author/AM)

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August 14, 1975 Draft

Rachel T. Weddington - Speaker "Maintaining Student Discipline in the Integrated School Through the Cooperative Faculty/Student Approach"

I am interested in the title, "Maintaining Student Discipline in the Integrated School Through the Cooperative Faculty/Student Approach." I am particularly interested in the words "maintaining discipline" because "maintaining" is a concept I might question. I went to the dictionary to look at the various definitions of "discipline," to identify which one of them I am using, and I have chosen the second one from Webster which says, "Discipline is training that develops self-control, character, or orderliness and efficiency." That is the concept which I wish to use, saying that discipline is not imposed from without; discipline is developed from within. I perceive our roles as educators, as teachers, as one of enabling the young person for whose socialization we have taken responsibility to have experiences that develop inner control.

I say this advisedly because more often than not teachers tend to think of discipline as being what the teacher does to have order in a classroom. I think of discipline as being a life-long learning process. In fact, one of the authorities to whom I turned indicated that discipline may begin even before birth, and gave the account of a young mother who was lying down one evening when her husband came home from work. He wanted to know why, at suppertime, she was lying down. She replied that she was beginning to teach or to have the unborn baby learn to regulate itself. Her husband wanted to know what she meant. She said, "the baby kicks when there is rock and roll on the record player, and I am trying to provide for it some peace and comfort between the hours of 5 and 7. I can feel that as I lie down, the baby stops kicking." (I do not know the end of that story. I certainly wish I did.) She went through this routine, and was able to perceive a difference in the baby's kicking.

Now most certainly psychology does corroborate that learning can take place prior to birth. However, we are hard put to identify the nature of that learning. This is essentially the context in which I am talking, that we have to be concerned with what happens to young people as we engage them in learning activities.

The outcome of learning activities--is more than the accumulation, or the amassing of subject matter, facts, and data. The disciplines which we teach young people to develop, or the experiences which are provided in classrooms are to enable young persons to become members of the societal culture, having

internalized direction for self and some ideas and concepts about self which enable them to get along in the world in which they are a part.

The fact is that this is also in the context of integration and desegregation. The necessity of having to deal with such a concept in our culture indicates that there has been non-integration. Otherwise, we wouldn't be concerned with its converse. So, it most certainly means bringing together people who have been apart. In bringing them together the implication is that problems arise, and among the problems that do arise are the problems that are connected with how we help these people engage in activities in such a way that it leads to self-control, character, orderliness, and efficiency. So, essentially, this is the perspective from which I would like to address discipline.

I am much more enamored of the term "self-direction," or "channeling" than the term control. I believe that we have to focus on the implications of the words that we use. I do believe that many of the problems in discipline which are encountered in the schools are generated through the attempt to exercise control, control from without, control mediated by the agent upon the recipient. I am also saying that I am not too sure that I would favor control as being the ultimate goal of even self-discipline. Rather, I would like to have it that we channel the exuberance and emotion into productive activity. That sort of channeling that enables young people to pick up on cues that are emotional in nature will enhance what they are doing in their experiences in life. That enables them to have orderliness and efficiency if they are "tuned-in" to their emotions.

I say this, too, because of what we see on the educational scene all around us. I do not know how true it is in your individual situations, in your school districts, in your classrooms, but I see a great deal of effort being made to resuscitate stifled emotions in young adults, in late adolescence, in youth. The

The result is that we are having encounter groups. We are having sessions where people get accustomed to touching each other. Now if we stop to think of the why or the need of training people to relate emotionally one to the other, I think we have to admit that this is remedial and that we have put the young people in our culture through a process of damming and controlling their emotions so that emotionality is somewhat alien. Now as we begin to feel or believe that the richness of living must have an emotional component, we are attempting to break down these controls and enable people to get in touch with their feelings.

I would much prefer that there not be remediation in late adolescence, in youth, in early adulthood, or in late adulthood. Many of the people who are going to encounter groups are mature people who have found out that in the kinds of relationships which our culture espouses, their control of their emotions does not serve them well. Therefore, in order to make marriages work or to ensure the ability to relate to one's children in later life, we find adults going to encounter groups to learn what we very carefully in the name of discipline have educated "out of the young people." So what then is the kind of training that develops the channeling of emotion, that develops character, that frees one to enjoy life? I do believe that without discipline there can be no freedom; that discipline is essential to freedom, primarily, because that person without discipline and order has chaos, and chaos keeps one in a state of anxiety--always involved with the lack of orderliness, which in turn really limits the self-fulfillment and enjoyment that life promises or could have if one had more orderliness.

I subscribe to a Piagetian orientation that we as human beings go through a series of stages; Piaget would say that those stages are irreversible, that all must go through them. However, we do not go through them necessarily at the same time, and even though all of us may potentially go through them; we might be

stymied at any one of those levels, and if stymied, not get to the more advanced levels. He talks about human beings going through what he identifies as being a pre-operational period of life, that is a period of life where actually the young dependent infant and young child experience the world in a sensory-motor way. The young organism has not developed the ability to direct or influence the environment very much, but is very much the recipient of the forces around itself; it soon learns that he or she can act upon the people in the environment and upon the environment itself, and cause them to respond. As we get children in school, children are in the late pre-operational stage where, again, the adults are very significant in terms of the kind of behaviors that are being engendered in that pre-operational stage. The kinds of experiences that are provided at home, in schools, and in classrooms are those experiences which enable a child either to have some responsibility for his own choices and directions or to be dependent upon the adult in the situation to tell him or her what to do.

Therefore, the behaviors which I would like to see us developing in service of discipline are the behaviors that serve democracy well. I maintain that a person who takes orders from someone perceived as being more authoritative or more powerful is not the stuff of which democracy is made. Therefore, the kinds of adulthood toward which we are providing experiences in discipline is for adults who can be decision makers. We who are in public education, by and large, have had our prime influence upon the young people in our culture. If they are not oriented toward engaging in the activities of a democratic culture, could it be that the kind of discipline that we have espoused has been that which imposes decisions upon them rather than encourages and engages them in making decisions, and in directing their own behavior?

Now to get back to the Piagetian model, Piaget says that the very young child is very much dependent upon the adult, the atmosphere, the tone, the milieu which

the adult provides for that child. But the child is always in transaction with others. The nature of those transactions, what goes on between people, is a concept which Piaget espouses, that of reciprocity. Discipline is not a one-way street; discipline is an engagement, in which the child must be involved; the adult provides the model.

Not until after kindergarten or first grade in our culture is the child what is termed "operational," and that is when the child begins to really manipulate what is in the environment, begins to create situations, begins to use materials in an expressive, meaningful way. The question becomes, as we discipline, do we allow the child to learn what is the nature of the potential that is his? Does the child learn in our classrooms a self-concept of, "I am worthwhile--I am liked?" Because how one feels about oneself is a very important aspect of how one is going to be able to direct one's own behavior.

I have been watching schools in New York desegregate. They bus Black children into a White school, and they bus Black children out. They have been desegregated, but there is very little integration going on, which entails that children learn to respect each other; not to fear each other. I feel sorry for college students whom I see at my college who come into the education program in a city university that at least gives lip service to serving the "inner city" school. They are afraid to go into schools in certain areas. How easy would it have been if they had learned during their childhood schooling that the children that they are going to teach in those schools had very much in common with them?

I used to take my class to a junior high school, which will remain unnamed, to teach a psychology class. We would get all kinds of remonstrances from parents of young adults over 18, those young adults who can vote--with the parents saying, "You can't take my child into that situation." But that "child," if discipline and education have done what discipline and education should be doing, is a young

adult, able to make decisions for self. The question is, is that "child" ready to take on the responsibility for the life of any other person yet if mother and daddy are going to call the shots on whether or not they go into certain educational situations? This, to me, is discipline gone awry. These are parents imposing on young people their decisions and not the decisions of age 18 to which we accord the privileges and responsibilities of adulthood. Piaget says if the process of education has been one of enabling one to grow and build, one will achieve the level of formal operations, which level entails postulating, hypothesizing, being able to look at situations from many perspectives, and being able to make one's own decisions. Now, I very quickly say that even though Piaget says that we have this irreversible sequence of stages, he also says there are many adults who never achieve formal operations, even though the potential is there in terms of their physiology and physical being. If the process of training or the process of schooling has been such that there has not been encouragement that they have the experiences that enable them to move out of the operational control by the adult, to become able to operate at a formal level and to make decisions, they remain at a lower level of functioning.

As I go into high schools, I know there are some few--in fact, I feel I am sitting now in a locality where there have been some extraordinary high school experiences enabling young people to make decisions--having had the happy experience of having a class come into [redacted] College from Westbury and sit and talk with college students--mature college students who were in the adult continuing-education program. They were absolutely amazed at the kind of reasoning and engagement in which these young people could participate because their academic experiences had been individualized and provided for choice where they had begun to look at decision-making in terms of the consequences of their decision-making. This is learning, discipline. This is discipline at a high level when one can

alter one's behavior in terms of its consequences, not only to self but to others.

The kinds of interactions or transactions that go on between pupils and teachers are very much determined by the insight into self which we as teachers have. Do we know where our boiling point is? Do we really krow how much we can take? And are we able to impart it in such a way that the youngsters whom we teach understand? Have we ourselves developed empathy? That is, can we perceive what is happening on the other end of the transaction of which we are a part. What happens to a child as he engages often in conflict situations with a teacher? Is it fore-ordained that the teacher always wins, that the teacher is always right?

I have said glibly that teachers who were attacked or who were the targets of physical attack by students knew what preceded the attack. What has gone on between that teacher and that child? What kind of relationship has been built up? This represents reciprocity. There is no such thing as a one-way relationship. The two concepts are incompatible. If there is a relationship, there has to be involvement of more than one person. Why I used "glibly" and do not make that claim any longer is because I am seeing enough wrath surrounding us in the community to see people strike out at others with whom they have had no prior contact. However, I think we should be constantly diagnostic if we are teachers, or educators. I make a difference between being a teacher and an educator, as I make a difference between schooling and education. If we are educating for people to live together in our culture, we constantly have to go behind the manifest act to find out why it has happened. What are its dynamics?

I have been reading a very interesting book which I would recommend to every one of you, if as educators you are engaged with Black youngsters whose behavior sometimes nonplusses you. The book is entitled, Reluctant Neighbors, by E. R. Braithwaite. Braithwaite is the man who wrote To Sir With Love and then wrote a

very provocative second book entitled, Paid Servant. He included us in that category of Paid Servants--we serve the culture--we as cultural surrogates, have taken upon ourselves as educators the introduction of the new young into the ways of the culture of which we are all a part. The order and the efficiency which we are attempting to achieve is in service of that democratic culture. Braithwaite has represented Guyana at the United Nations. I found his book, Reluctant Neighbors, on a vacation in Jamaica. (I don't know that it's published here in the United States.) He tells about the impotent wrath that builds up in the Black in terms of the subtle cues of ostracism, the subtle cues of expectations and anticipations to which they are subject day in and day out; and it is always in terms of superordination/subordination.

Here is a man with a degree from Oxford, so well educated in physics that he was sure that he was going out to conquer the world. He had gone from Guyana to England to be educated. It was not until he had started looking around in the job market that he found that when he turned up with a black face ~~that~~ those jobs which were available in writing and over the phone were not available. He entered teaching by default. He states that he was a very angry teacher at first, primarily because there he was, having been shunted into a career he had not chosen. He, an expert physicist, could find no place in the British Empire, at that time, for him to use his skills. But after five years of teaching the toughest youngsters they could find for him in London, he learned a lot about human relations. He went through the epithets, which were not directed to him, but which were said behind his back.

Even though with colleagues I do not get the racial epithets, I most certainly hear the kind of scathing comments that people who haven chosen to teach can apply to young people. As I attempt to get college students ready for teaching, I almost always say to them that I decry their using the word "kid" in

relationship to children because it is so easy to move from there into categories that are nonhuman. Black youngsters are moving into newly integrated situations. Even if not newly integrated--they arrive with the learning that they have gotten from the culture at large--sometimes not didactic learnings, or specific learnings --they see their neighbors, they see their relatives, they see their parents, they see their models. As one moves further east on Long Island, there is a tendency to more equality, perhaps, if we use the criterion of social class; one finds a greater proportion of affluent Blacks moving from the cities to the suburbs to get for their children what the Whites move from the cities to the suburbs to get for their children in education.

There are hardly any Black parents, if their children have started out in integrated schools, who themselves have not undergone what our culture metes out daily--segregation. I still recall coming for the first time to get an apartment in Queens and learning that when you tell what you want, there was always available that which you didn't want. If you wanted an apartment on the seventh floor, it was, "We've got a magnificant one on the fifteenth floor and the view is wonderful from any place you look." There are all kinds of road blocks. When I finally got an apartment with much effort, and would come down enroute to my work at [redacted] College, I would meet my neighbors who, trying to be friendly, would want to know, "You've finished your work for the day, and already leaving?" Such assumptions are made and voiced. They weren't being cruel or trying to be cruel, they were trying to be conversational, they were trying to build bridges, but they built bridges on foregone assumptions and stereotypes. We all do this. Why?

As the child undergoes such from day to day, dammed up within him is a lot of anger and hostility. Eventually, it emerges, and as teachers, you make up your mind, "I will not put up with this. I have not provoked this. There is no

reason for this kind of behavior, and it's got to come to a stop." I would agree that the manifest behavior must be stopped in its tracks, but stopping the manifest in no way helps that child to make bridges in terms of his fury. Those teachers who want discipline, who want this child to learn to love, to respect, to relate, must go beyond that to locate the hurt, the source of what has become manifest.

From what does this hostility come? We are not born hostile. We learn to be hostile. The other side of the coin is that not only the Blacks, but impoverished youngsters throughout lead hard lives. When we make inferences that they are leading lives commensurate with those we know, we may be making a great error. If we ever learn to help the Black child to channel his feelings about self into productivity, we are going to be able to help every child. Because what happens to the Black child is more pronounced than what happens to the middle-class White child. But also that middle-class White child is often victimized by assumptions.

As we group and relate to individuals as if they are interchangeable pawns, they internalize something about how important they are. Individualization is necessary if you are going to help people channel their emotions. Because no two people have had the same kind of past emotional experiences. No two people handle their emotions in the same kind of way. Therefore, we have to know how that particular child senses the world. What kind of aura does the world have for that child? Is it a pleasant place to be? What about the child who frowns constantly? What is the internal milieu that he or she is experiencing? From where does it come?

One other concern about discipline that I have is the discipline that is administered to the adolescent as if that adolescent, who is capable of formal operations, is still the pre-adolescent or the early childhood person who has to be told what to do. In many schools we have student government that is a farce,

that is student government in form only. Just let the students make a decision with which the administration or the staff does not agree, then we start manipulating the students to come around to the adult perspective, or we get authoritarian and say, "This is the way it is going to be." Every time we do that we stunt development in terms of self-direction, in terms of channeling, in terms of a feeling of worth, and we preclude the learning that comes from experiencing the consequences of one's own experiences--the essential discipline.

Discipline calls for a lot of communication. Discipline calls for talking. There has to be transaction going on between the adult who is providing the experiences and the young person who is experiencing in the service of self-direction. If you talk with a youngster in terms of: "Do you really understand how he felt when you hit him? Do you really understand how he felt when you abused him," you are helping to channel behavior toward altruism. But more often than not, when we mete out punishment, we mete out punishment on the transgressor in such a way that we make it selfish; the consequence is that the transgressor learns not to do it to protect self, but never learns the effect of his behavior on another. So when you meet adults who step on your feet and say, "Excuse me," on Monday, and who step on your feet and say "Excuse me," on Tuesday, by Wednesday you realize that their "excuse me" is no more than a shibboleth without meaning because by then they should have learned not to step on your feet. It marks the difference between the kind of learning that makes these cold words just ways of making life more comfortable for self, and education which provides concerns for the community of man.

When people step on your feet and have true empathy, they see to it that they do not step on your feet again if they have realized that it hurts the first time and that they are concerned about the well being of others. Now, in a democracy altruism is essential. In a democracy, we have to have empathy. I think I will

close on a rather sour note: As we, maybe not so much so in suburbia, but most certainly in the city, are beginning to hole ourselves up in our homes, afraid to go out lest we be mugged, lest hostility be directed against us, I entreat that we ask, "Are we reaping that which we sowed? And is this what we have been teaching, in the name of discipline?" Have we created the "human" who has no inner controls, who must be under constant surveillance? Let us make a considered inspection of discipline.

Speaker: Dr. Vivienne Anderson

Subject: Maintaining Student Discipline In the Integrated School Through the Intercultural Curricula

Major Points of the Presentation

A. What is discipline?

1. A rigid adherence to dictum?

2. The scrupulous obedience to authority?

3. Following rules overtly but violating them unobtrusively?

4. Internal self control within the individual?

5. Should the word "discipline" be replaced by the term "self-discipline"?

B. Positive Aspects of Student Discipline

Positive aspects of discipline are likely to be evident in the following circumstances:

1. When there is a mission to accomplish.

2. When the individual participates actively, knowing that he/she is needed in the plan and endeavor.

3. When the student exerts some influence on school policy, particularly curriculum.

C. Problems in Student Discipline

Problems in Student Discipline can arise when:

1. Students, unlike parents, teachers and administrators, do not have a means of being heard in curriculum planning.

2. The curriculum is unrelated to students' needs and interests.

D. Racial-Ethnic Questions re: Student Discipline and the Curriculum

1. Should it be considered a problem in student discipline when Black students in a predominantly white school make demands of the administration for some type of curriculum change?

2. Is it a discipline problem when students react against a curriculum that might be unfair to a particular racial or ethnic group?

3. Is it a problem when Black students create noisy situations and protest, for example, a social studies curriculum that is viewed by them as "white history"?

4. If student discipline is "internal," should Black and white students be expected to respond or react similarly to the curriculum?

5. Should the curriculum be developed so that it will engender a similar response from both Black and White students?

6. Does responding to the curricular concerns of Black students violate the rights of white students?

7. Can the curriculum become a major source of problems in discipline for students, Black or white?

Presentation by: Leroy L. Ramsey

Subject: Restoring Student Discipline in an Integrated Situation

The issue of student discipline in and of itself is an emotionally charged issue. Many people feel that there are problems in student discipline because educators tend to be too loose in the enforcement of rules and in giving out punishment. There are others who think that we have problems in student discipline because the rules and regulations that do exist are inappropriate and inadequate and their enforcement is impossible, in any manner not considered arbitrary and capricious. Then, as always, there is that group in between. This, of course, leads to some conflict and confusion.

When this conflict and confusion are compounded by the added dimensions of racial integration or desegregation, the potential for the explosiveness of racial animosity comes to the forefront. It is thus we are faced with student discipline and integration in the same setting. Problems in student discipline are problems in student discipline and problems in school integration are problems in school integration.

However, when problems in student discipline prevail at the same time and in the same situation where there are problems in school integration, the possibility of a crisis situation becomes more imminent. Maintaining student discipline in an integrated situation therefore becomes a task that requires the knowledge and skills that are essential in maintaining student discipline in any situation plus the sensitivity and awareness that are required in an integrated situation.

Inherent in this set of circumstances is not only the latent explosiveness that is ever-present, but also the potential for instant expansion into a major conflict. When educators do not monitor these situations with a continuing receptivity, noting the signs and symptoms; observing patterns and deviations; assessing events and incidents; the situation can grow out of hand almost overnight.

The basic purpose of the events reported in this publication has been concerned with maintaining student discipline in an integrated situation. The speakers and conference participants have addressed themselves accordingly. The purpose of this discourse, however, is to give information relative to possible actions when attempting to restore student discipline in an integrated situation. This approach embodies the establishment of a Task Force on Student Discipline in Integrated Situations.

I. Overview

The development of a program to tackle the issue of student discipline in an integrated setting necessitates a cooperative effort among the teaching staff, the students, the support staff, the administrative staff and the parents (community). If these persons can be motivated, directed and assisted in this endeavor, a program of identifying, clarifying, and administering functional practices and procedures in student discipline should emerge.

II. Purpose

The purpose of the Task Force is to make an analytical study of student discipline and related problems in a particular educational setting, and make recommendations to administrators and teachers with regard to practices, procedures, changes, and additions within the prevailing program in student discipline.

III. Objectives

The objectives of the Task Force are:

A. To do a detailed study of the various facets of the problems related to student discipline in the specified educational setting.

B. To do an analysis of the problems studied and arrive at findings, determinations, and conclusions.

C. To formulate findings, determinations, and conclusions into recommendations.

D. To make such recommendations to the proper entities within the educational situation that have been specified.

IV. Major Tasks

A. Develop a rationale for the Task Force.

B. Clarify Task Force purpose, objectives, goal.

C. Determine the sphere of representation.

D. Make an operational schedule.

E. Devise operational procedures to deal with:

1. arriving at a statement of the problem.

2. presenting a method of operation.

F. Study the situation in terms of:

1. the incidence of the problem.

2. the frequency of occurrences incident to the problem.

3. the severity of occurrences incident to the problem.

4. possible causes of the problem, or of certain aspects of the problem.

G. Make vital determinations concerning:

1. the areas of responsibility concerning infractions.

2. the manner of response to infractions.

3. the adequacy of responses to infractions.

4. the adequacy of enforcement responsibilities and procedures.

H. Develop and present an evaluative tool or technique.

I. Propose a means of monitoring the Task Force program as it progresses.

J. Present a reporting system that will allow for keeping records to show progress or the lack of it.

K. Make progress reports periodically and evaluate findings.

L. Prepare and present a final document.

M. Propose a method of follow-up and follow-through.

V. Some Common Problem Areas

A. Respect for authority

B. The teacher as a disciplinarian

C. Administrators as disciplinarians

D. Respect, support and responsibility of paraprofessionals

E. Belligerance of students

F. Students' and profanity

G. Students' rights

H. Teachers' rights

I. Students' responsibilities

J. Teachers' responsibilities

K. Truancy and absenteeism

L. Suspensions, expulsions, detention

M. Intergroup relations

N. Corporal punishment

O. Utilization of local police

P. Disruptions

Q. Study hall, restroom and cafeteria problems

R. Drug-related problems

S. Alcohol-related problems

T. School-community relations

U. Athletics

V. Due process for students

W. Extra-curricular and co-curricular concerns

X. Problems relating to:

1. freedom of speech and expression

2. the school newspaper

3. dress codes

4. outside speakers
5. freedom of assembly
6. racial, ethnic or sex discrimination
7. curricular revisions or additions
8. school policy

VI. Methods and Procedures

A. Note the incidence of situations relating to problems in student discipline and the manner in which they affect both staff and students.

B. Alert other administrators to note the same things and, if preferred, have an administrator record each occurrence.

C. Set a time when the situation will be reviewed.

D. Meet with administrators and review the situation.

E. If the situation is considered severe enough, meet with representative groups of teacher leaders and review the situation.

F. If it is considered advisable, meet with a representative group of student leaders and review the situation accordingly.

G. If further consideration is merited, meet with administrators and teachers and review the situation jointly, making plans to conduct another joint meeting, this time involving students.

H. Conduct joint meeting with administrators, teachers, students, support staff and some invited parents. Review the situation in terms of a report on the incidents and in terms of what action has been taken. This should be an honest attempt to get reactions and elicit support and concern for a resolution to the problem. A general course of action should be agreed upon, and persons should be designated who could form the basis of an "action group."

I. Meet with the "action group" and formulate the Task Force personnel. The Task Force should consist of representatives from:

1. Administrative staff

2. Teaching staff - "unionized" teachers

3. Teaching staff - non-unionized teachers

4. Student body - Black-white-female-male

5. Paraprofessional (if applicable) - Black-white-female-male

6. Parents - Black-white-female-male

J. Select and appoint members to the Task Force

K. Have Task Force meet and develop program prospectives and course of action that it will take. An outside consultant can be brought in at this point to provide leadership and direction for Task Force.

L. The Task Force should move to initiate student dialogue, being sure to provide input from all segments of the student body. Basic discussions should center around the problems that have been identified and selected for resolution. The student input should be assessed in terms of its relevancy to the problem situations and possible avenues of resolution.

M. The Task Force should now move to initiate dialogue with teachers, administrators and support staff in order to exchange ideas and gather information. This information should also be assessed in terms of relevancy and possible solutions.

N. "How-To" Sessions for Staff Members. As the Task Force operation continues to function, it is essential that a session be held with staff members and give them information relative to dealing with the issues that have been identified. This is an initial staff development session and it should be conducted by an outside consultant.

O. Formulation and Submission of Final Task Force Report. This comes after the periodic progress reports and other activities have been in effect.

P. Program Implementation and Staff Development.

Q. Evaluation, Re-evaluation and Review of Program and Results.

VII. Anticipated Problems

A. Funding, if required

B. Adequate representation on Task Force

C. The selection of and appointment of a facilitator

D. Training for the Task Force

E. Task Force meeting times

F. Adhering to schedule

G. Teacher-training in human relations techniques

H. Extensiveness of Task Force operations

I. Teacher release time for Task Force assignments

J. Determination of citizen representation (parents)

K. Conflict with teachers' contract

L. Domination by special interest groups

IX. Helpful Hints

A. Find out if there is any conflict between Task Force expectations and teachers' contract.

B. Let the students select the student representatives for the Task Force.

C. If funding is to be required, secure it before the program is begun.

D. Make sure that lines of authority are dil neated between Task Force leadership and school administration.

E. Try to avoid district-wide Task Forces as problems are likely to vary from school to school.

F. Once the operation has begun, do not let it drag on over a period of time.

G. Be sure that school district administrators are in support of the effort.

H. Specific responsibilities for things such as public relations, refreshments, agenda, etc., should be assigned to individual Task Force members.

I. Each Task Force member should be a member of at least one sub-committee.

J. The Task Force should consist of no more than 20 voting members.

K. The Task Force should be reminded that it functions under the jurisdiction of the building administrator.

L. All Task Force records should be turned over to the building administrator at the Task Force conclusion.

M. The building administrator should make space and other facilities available to the Task Force.

N. All Task Force press releases should be released through the office of the chief school district administrator.

O. No one person should be authorized to speak for the Task Force.

P. The Task Force operation should be concluded in no more than one month's time.

Q. Task Force members should not make or maintain contact with the Board of Education or any of its members unless requested to do so by invitation issued through the superintendent's office.

R. Persons strongly identified with social action, special interest or community-based groups should not be considered as facilitators or consultants.

X. Possible Content Outline

In the event the Task Force desires to produce a publication dealing with the issue of student discipline, the following outline is suggested in that it may be helpful:

Possible Content Outline

I. Forward

A. Excerpts from the Commissioner's Statement
B. The Superintendent's Statement
C. The Principal's Statement
D. Statement by Students (from Student Advisory Council)
E. Faculty-Staff Statement
F. Preface (signed by Task Force Chairperson)
G. Acknowledgement (for assistance)

II. Introduction

A. The Meaning of Discipline
B. The Nature of Discipline
C. The Necessity of Discipline
D. The Essence of Discipline as a Cooperative Endeavor
E. A Philosophy of Discipline at the identified school
F. The Purpose of this Publication
G. Who Prepared this Publication

III. Student Involvement and Student Discipline in Curriculum Concerns

A. The Student and the Curriculum
B. Student Rights and Curriculum Planning
C. Procedures for Student Involvement in Curriculum Planning in the identified school
D. In Case of Infractions, Abuses, etc.

IV. Student Discipline and Student Government

A. Student Government of the identified school
   1. Philosophy of Student Government
   2. Student Organizations
   3. Rules and Regulations Governing Student Organizations
B. Penalties and Infractions with Regard to Student Organizations and Government

V. Discipline and Student Inquiry and Expression

A. The Exercise of Free Speech
B. Restrictions on Free Speech
C. School Policy, Procedures, Penalties:
   1. Distribution of Literature
   2. Speakers and Programs
   3. Symbolic Speech - Armbands, Buttons, etc.
   4. Patriotic Ceremonies

VI. Discipline and the Student Press

A. School Policies and the School Newspaper
B. School Policies and Other Student Publications

VII. Student Discipline and School Policies on Sex Discrimination, Restriction, Exclusion, Limitations

VIII. Personal Apperance and Student Discipline

IX. School Policy on Marriage, Pregnancy and Parenthood

X. School Policy on Alcohol, Tobacco and Drugs

XI. School Policy and Procedures in Discipline

XII. School Policy on Suspension and Expulsion

XIII. School Policy on Search and Seizure

XIV. School Policy and Law Enforcement Officers

A. In the School Building
B. On the School Grounds
C. At School Sponsored Activities

XV. School Policy and Grievance Procedures

XVI. School Policy and Appeal Procedures

XVII. School Policy and the Rights and Responsibilities of Students

XVIII. School Policy and the Rights and Responsibilities of Teachers

XIX. School Policy and the Rights and Responsibilities of the Principal

XX. School Policy and the Rights and Responsibilities of the Superintendent

XXI. School Policy and the Rights and Responsibilities of the School Board

JUN 23 1976

Speaker: Dr. Boyd Bosma, National Education Association, Washington, D. C.

Subject: Maintaining Student Discipline in the Integrated School Through Conflict Resolution

Major Points of the Presentation

A. Vandalism and Assaults

1. There has been a noticeable increase in elements of undesirable activities within the schools between 1970 and 1973. For example:

   a. Assault and battery is up 58 percent.

   b. Robberies in the schools are up 117 percent.

   c. Sex offenses are up 62 percent.

   d. Drug related problems are up 81 percent.

   e. Some 70,000 teachers per year are victims of assaults by students.

2. It is estimated that between one-half and three-quarters of a billion dollars in damages occur in school each year through vandalism.

3. If we are going to deal rationally with the rapid increase in problems of discipline, disruption, and vandalism, we must do more than get defensive about it.

B. Suspension, Expulsion, and Withdrawal (Dropout)

1. Each year literally thousands of kids (only nobody knows how many) are driven out of school. Some are suspended, some are expelled, others are arrested by local police on questionable charges.

2. We have done very little about these problems. As an example, NEA money in the South was used largely to defend Black teachers. Civil rights organizations were largely involved in the cause of desegregation cases. There are really no federal agencies with any concern in these areas.

3. When students are expelled or suspended, we usually wind up putting all the responsibility off upon them saying in effect that it was his/her fault alone that he/she got kicked out of school.

4. There are severe racial overtones even in getting kicked out of school. As an example, in 1971, Omaha, Nebraska had the highest rate of expulsion on a percentage basis of any school district in the country. Eight percent of the entire Black student body in the whole school system was expelled. This compared to only 2.1 percent of the white student body. Philadelphia suspended something like 288,000 kids that year, four times the number of secondary students they had in the whole system.

5. In the Southwest, the suspension rate for Chicanos in a number of districts is twice that of Blacks, and Blacks run from twice to four times that of whites. This has been found to be due more to insensitivity than overt discrimination.

6. Racial/ethnic suspension and expulsions usually eminate from cultural conflicts and economic differences within a given educational setting.

7. Two of the most important studies in this area are called "School Pushouts" by the Robert F. Kennedy Memorial and the Southern Regional Conference and "Children Out of School in America," by Mirian Eddlemen, Director of the Children's Defense Fund.

C. Racial/Ethnic Student-Teacher Ratio

1. Between 1968 and 1970 we found that of the 39,000 teacher displacements, some 31,000 were Black.

2. The teacher/pupil ratio among Black and white students shows great disparity. As examples:

   a. In Boston, there was 89 to 1 for Black students as contrasted to 13 to 1 for white students.

   b. In New York City, it was 83 to 1 for Black students and only 7 to 1 for white students.

   c. In the Spanish speaking community, 28 percent of the total enrollment, it was 241 to 1.

   d. Los Angeles was 47 to 1 for Black students and 17 to 1 for white students, compared to 224 to 1 for Spanish speaking students.

3. We have identified the fact that districts that have problems with student displacement also have problems with teacher displacement and vice versa.

D. Student Discipline and School/Community Relations

1. The school should be able to relate to the needs and concerns of the kids.

2. I think we could establish a close correlation between the lack of feeling of ownership that people have for the school system and a lack of "discipline."

3. If there were sufficient levels of community involvement and openness of the board of education, I think that there would be less conflict.

4. School districts should provide opportunities for workshops, conferences, and inservice education for teachers and administrators (as well as parents and students).

5. Where there tends to be less problems in discipline, one will usually find good achievement, good student morale or lack of vandalism and people who are talking to each other.

6. In school systems where there are extensive discipline problems or disruptions or vandalism or street gangs, the one characteristic is that people very often find themselves unable to talk to each other.

7. When one says let the student have a hand in making recommendations for school policy, it does not mean turning control over to the students.

E. Student Discipline and Due Process

1. The Buckley Amendment to the Family Educational Rights And Privacy Act of 1975 calls Congress to literally extend itself into the monitoring of constitutional rights of students in terms of privacy of information about themselves.

2. In Goss vs. Lopez, January 22, 1975, the Supreme Court ruled for the first time that students have both a liberty and a property right to education. This extended to the students the right of due process.

3. If your method of conflict resolution is to throw kids into a detention center, I suspect that sooner or later you are going to face a legal challenge.

4. The current understanding is that if you arbitrarily suspend or expel the student, you deny that student due process.

5. If the system is arbitrary and repressive, it will have a negative impact on all of the persons.

F. Basis for Resolving Conflict

1. In terms of discipline and conflict resolution, the basic rule is to look very closely at your own resources in terms of the involvement of your students.

2. It is also important to determine whether or not students elect their leaders or administrators select the leaders for the students.

3. If you have to depend upon corporal punishment, suspension, police in the schools, detention, isolation and so forth, you are not solving your problems. You are creating problems.